FYE 101 Section 22119089

Instructor: Mary Jo Davis Office Hours

Office: EHS 426 Virtual Office Hours: Wimba Classroom

Mount Pleasant campus phone: 3888 Monday: 7:00-8:00 p.m.

Cell: 989-621-8155 Wednesday: 10:00-11:00 a.m.

Email: davis1mj@cmich.edu Request individual chat via email/phone

Bulletin Description:

FYE 101 provides an understanding of the university environment, value of learning, career guidance and student responsibilities.

Prerequisite:

Only open to students in their first year at CMU.

Textbooks (and other materials)

Live Learn Connect: Resource for First-Year Students at Central Michigan University---Textbook can be downloaded in PDF format, found in the Course Materials section of the Blackboard classroom

Communication-Course Expectations

Students in any CMU online course are expected to be able to use a computer, access emails, use a web browser (Internet Explorer, Firefox, or Safari) and MS-Word, and use the Blackboard course management system in a daily basis.

Students can expect response to phone calls or email within 24 hours, including weekends. As an online student, I realize many of you do select to work much homework during the weekends, so it is important I reply to your questions within 24 hours.

Writing assignments will be graded and returned to the student with 5 days of their submission.

Changes in course schedules, assignments, and other pertinent course information will be distributed via the Blackboard Announcement page, which will also generate an email message to your cmich.edu email account. Graded assignments will be returned to you electronically within a week of receipt and grades posted to the “Course Grades” section of the Blackboard classroom weekly.

**All email communications will be sent to your cmich.edu mail account**. It is your responsibility to insure you check this account regularly or have message in this account forwarded to your primary email account.

Requests for late assignments or excused absences from group chat sessions will not be accepted, but if requests are made as a result of extenuating circumstances, they will be evaluated based on discussion between the instructor and student. Points may be deducted from the student's grade at the discretion of the instructor.

Students experiencing difficulty completing semester assignments MUST contact the instructor as soon as problems begin. CMU’s academic policy requires students to have completed at least 50% of the course work in order to be given an incomplete for a course. Talk to me right away if you have problems.

Course Objectives  
After completion of this course, students will be able to:

* Discuss why they are in college and be able to articulate their college goals and articulate an understanding of the value of a liberal arts foundation for their education, the general education requirements that exist at CMU, and the value of these requirements.
* Explore both independently and in online groups activities, academic planning activities, major & minor options, how to effectively plan their academic career at CMU and where to find help with this task.
* Discuss individual, cultural, and ethnic differences and describe positive consequences of these differences.
* Demonstrate an understanding of the higher levels of academic skills to increase their success at CMU through learning about time management, individual learning styles, study habits, and how to effectively use online classroom tools, the Internet and CMU’s Online Library services.
* Express what is expected of students to be successful at CMU.
* Identify problem behaviors that interfere with student success, discuss how to decrease their likelihood of engaging in these activities, and how to develop habits that lead to academic success.
* Demonstrate a greater knowledge of CMU Online faculty, staff, and campus resources and how they can improve academic success.
* Expand their knowledge of community events, expand their horizons through active engagement and participation in activities and reflective writing upon these experiences.

Course Methodology

This course is taught through a mix of discussion, Wimba chat, and individual/group assignments. All materials needed to complete work for this course are available on the Blackboard course site. Rubrics for each assignment are posted both within this syllabus and on the Blackboard classroom in the Course Material section for your review.

**Course Outline—Discovering U and Your Place @ CMU**

**Weekly topics/schedule**

Each week you are responsible to read the assigned chapters and come to class prepared to discuss or write on the topics in the chapter and/or the topics listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Calendar** | | | |
|  | **Class Topic** | **Readings**  **Assignments** | |
| **Week 1** |  |  | |
|  | You & Campus | **Readings:**  Chapter 1: read all  Chapter 2: 33-35; 40-41;  Chapter 3: 46-48  Chapter 6: 124-129 | |
|  | **ASSIGNMENTS DUE** | **Assignments:**  **Discussion board posting**  **Personal information profile sheet:** found in the Course Materials section on Blackboard  **Journal 1--**What are your career goals and thoughts about your college education?  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 1** | |
| **Week 2** |  | | |
| 08/31/10 | Expand your horizons | | **Readings:**  Chapter 2: 26-32  Chapter 4: 70-81  Chapter 8: 159-165 |
|  | **ASSIGNMENTS DUE** | | **Assignments:**  **Discussion board posting**  **Journal 2**-Academically, what is going well for you? What is giving you fits?  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 2** |
| **Week 3** |  | | |
| 9/7/10 | You as a learner | | **Readings:**  Chapter 2: 26-32  Chapter 4: 70-81  Chapter 8: 159-165 |
|  | **ASSIGNMENTS DUE** | | **Assignments:**  **Discussion board posting**  **OCLS online scavenger hunt**  **Journal 3-**How are you doing managing your time?  **Event summaries 1 & 2**  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 3** |
| **Week 4** |  | | |
| 09/14/10 | You as an academic | | **Readings:**  Chapter 3: 49-62; 66-68 |
|  | **ASSIGNMENTS DUE** | | **Assignments:**  **Discussion board posting**  **Journal 4-**What did you learn from the OCLS scavenger hunt?  **Self-Reflection #1**  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 4** |
| **Week 5** |  | | |
| 09/21/10 | You and your success | | **Readings:**  Chapter 1: review again for discussions |
|  | **ASSIGNMENTS DUE** | | **Assignments:** **Discussion board posting**  **Journal 5-**What is driving you crazy this week?  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 5** |
| **Week 6** |  | | |
| 09/27/10 | Topic: Academic Advising & your 4 year plan | | **Readings:**  Resource pages 176-188; 193 |
|  | **ASSIGNMENTS DUE** | | **Assignments:**  **Discussion board posting**  **Journal 6-**How have you changed since the beginning of the semester?  **Event summaries 3 & 4**  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 6** |
| **Week 7** |  | | |
| 10/5/10 | Topic: You and your place in the world | | **Readings:**  Chapter 5: 86-119 |
|  | **ASSIGNMENTS DUE** | | **Assignments:**  **Discussion board posting**  **Journal 7-**How have you grown this semester?  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 7** |
| **Week 8** |  | | |
| 10/12/10 | Topic: Group Presentations | | **Readings:**  Chapter 7: review content again for group presentations |
|  | **ASSIGNMENTS DUE** | | **Assignments:** **Discussion board posting**  **Journal 8-**What has been your impression of FYE 101? What have we done well and what suggestions do you have for future sections?  **Self-reflection paper #2**  **ALL DUE BY 11:55 PM ON SUNDAY OF WEEK 8** |

**EXPLANATIONS OF ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENT  (NUMBER ASSIGNED)** | **DESCRIPTION** | **TOTAL POINTS** |
| **Journal Entries (4-25 pts. each)** | Journal reflection topics posted for student personal reflection response-minimum of 500 words | 100 |
| **Event Summaries (4-25 pts. each)** | --Attend an event that is not within your normal realm of activities which will help you grow as a person and expose you to new experiences. In FYE we call this activity “Embracing Moratorium” which will result in personal growth.  --Must attend four events in your location and when submitting your written assignment, must provide proof (event , time, place, etc.) of the event evaluated.  --Summaries must contain a minimum of 1500 words, not including title and identification information, and are to be submitted by email to the instructor.  --Subject line must contain your “Your Name-FYE 101, Event Paper 1 (or 2, 3, or 4).  --First two summaries are due by week 3, next two are due by week 6. | 100 |
| **Discussion Board Posts (8-10 pts. each)** | Post in response to discussion threads each week.  ---Five points earned by making a substantial, content driven post to the topic of the week  ---Five points earned by responding to two classmates posts | 80 |
| **Participation in Wimba Chat Session (8-2 pts. each)** | Chat sessions will be held each week at pre-determined time, dependent upon (must attend 5 at minimum-2 extra credit points will be earned for each session attended past 5 minimum) | 10 |
| **Off Campus Library Services Scavenger Hunt (1 for 10 pts)** | Visit the OCLS link in the Course Resources area of the classroom, complete the activity and send PDF proof of passing score to instructor | 10 |
| **Self-exploration papers (2-50 pts. each)** | Self-reflection papers are to be written from your perspective and sharing your opinions on the topics assigned. These papers are to be 3000 words long. These writings can be submitted anytime, but no later than the due date.    Topics for Self Reflection Papers:  **Paper 1:** What are your goals, both personally and career-wise? What are you plans for working toward those goals? How has your past affected your choice of these goals?  **Paper 2:** How are you progressing toward your goals? What have been your successes this semester? Why? Where do you still need to work harder to insure you reach your goals? Why? | 100 |
| **Group project (1)**  **(50 points for presentation, 50 points for the paper)** | Five topics will be announced in week two, based in career choices expressed in Journal 1 and groups will be assigned based on your career interest. As a group, you are to research the career, preparing a PowerPoint presentation on your topic. This presentation will be given during week 8 in the Wimba chat session. In addition, the group is to write a paper on the career assigned, using a minimum of 5 academic resources, written following APA guidelines and citing all sources properly in the paper. For assistance with APA guidelines and any research questions, contact the Online Writing Center, found in the “Resources” section of the Blackboard classroom.  Research project with presentation and paper written with group.   * Paper due week 7, Sunday, 11:59 pm * Presentations given in week 8 Wimba session * Paper must be at least 7000 words. Submit at the Turn It In link in course website. | 100 |
| **Total Points for class** | | **500** |

Evaluation

Grade Points needed

A 450-500

B 400-449

C 350-399

D 300-349

E less than 300

**University Policies**

Policy on Academic Integrity

In May 2001, the Central Michigan University Academic Senate approved the Policy on Academic Integrity which applies to all university students. Copies are available on the CMU website at http://academicsenate.cmich.edu/noncurric.htm and in the Academic Senate Office in Room 108 of the Bovee University Center. All academic work is expected to be in compliance with this policy.

Plagiarism

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work that a student submits must be the product of his or her own efforts. Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Classroom Civility

Each CMU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and subjected to disciplinary action under the Code of Students Rights, Responsibilities and Disciplinary Procedures.

In reference to the ADA

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations in order to participate in class activities or meet course requirements should first register with the office of Student Disability Services, Park Library 120, (989) 774-3018 [TDD 2568], and contact the instructor as soon as possible.

**General Rubric for Evaluation of All Writing Assignments**

All student writings will be scored as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Satisfactory | | | **Unsatisfactory** | | |
|  | | **5** | **4** | **3** | **2** | **1** | **SCORE** |
| Thesis Follows the scope of one response theme | | Original and comprehensive, clear and supported by all sections of the response | Clear, and supported by all sections of the response | Thesis is understandable but lacks focus or clarity, is not supported by all sections of the response | Thesis is unclear, and vaguely support by 1-2 sections of the response | Thesis is not present, sections are disjointed |  |
| Mechanics & Format | | Correct format, perfect spelling, punctuation grammar, citations, references | Correct format near perfect (only 2-3 errors) spelling, punctuation, grammar, references | Incorrect format, (4-6 errors) spelling, punctuation, grammar, references | Incorrect format (7-8 errors) spelling, punctuation, grammar, references | Incorrect format (more than 8 errors) spelling, punctuation, grammar, references |  |
| Coherence | | Paper reads as a unified whole. There is no repetition of information. All required sections are in place and transitions between them are clearly developed | Paper reads as a unified whole with no repetition. All sections are in place, but transition between them are not smooth | Paper has required information but demonstrates no clear transition between thoughts. | Paper lacks 1 section of required information, does not show clear transition between thoughts | Paper lacks more than 1 section, does not connect thoughts, and sections are either repetitive or contradictory |  |
| Thought & Analysis | | Strong /Very clear application to self communicated. Thoughts are supported and demonstrate thorough analysis and evidence of experience | Good/Clear understanding of self communicated. Thoughts are supported and demonstrate analysis and evidence of experience | General understanding of self communicated. Not all thoughts are clearly supported, limited analysis and no evidence of experience | Inadequate application to self communicated. Many thoughts are unclearly supported, limited analysis and no evidence of experience | No clear application to self communicated, no clear supporting detail, analysis is unclear, and no evidence of experience |  |